

Instructional Task

Grade 1

Strands: Comprehension and Listening/Speaking/Viewing

Standards:

ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

b. Makes predictions using prior knowledge.

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

b. Recalls information presented orally.

c. Responds appropriately to orally presented questions.

d. Increases vocabulary to reflect a growing range of interests and knowledge.

e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.

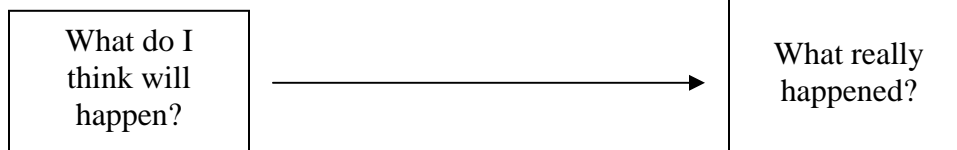
f. Uses complete sentences when speaking.

Framework Correlation: Comprehension and
Listening/Speaking/Viewing- 1st Quarter

Task:

The student will create a prediction log.

Example: Teachers might use a prediction guide (see sample below) and/or read Kevin Henkes' Shelia Rae the Brave, or Chris Van Allsburg's The Stranger for modeling predictions and asking questions.



Sample Assessments

-Teacher observation

Differentiation

The task may be differentiated by providing varying levels of teacher support (student dictates sentence, teacher draws one line for each word for student to complete, or student writes sentences on chart).

Instructional Task

Grade 1

**Strands: Comprehension and
Listening/Speaking/Viewing**

Standards:

ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

e. Distinguishes fact from fiction in a text.

ELA1LSV1 The student uses oral and visual strategies to communicate. The Student

a. Follows three-part oral directions.

b. Recalls information presented orally.

c. Responds appropriately to orally presented questions.

Framework Correlation: Comprehension and
Listening/Speaking/Viewing - 1st Quarter

Task:

The student will complete a graphic organizer to compare fiction and nonfiction text.

Example: Teachers may read Cloudy with a Chance of Meatballs or A Very Hungry Caterpillar and a nonfiction weather or caterpillar book, and address nonfiction features such as bold, italics, and charts, and complete a graphic organizer (see sample below).

What do you notice about the fiction book?

*Fiction books have a story line,
plot, and well-developed characters.*

What do you notice about the nonfiction book?

*Nonfiction books tell about
something real and explain true facts.*

Sample Assessments

-Teacher observation

Differentiation

The task may be differentiated by:

- providing varying levels of teacher support (student dictates sentence, teacher draws one line for each word for student to complete, student writes complete sentence).
- students using pictures or sentences.

Instructional Task

Grade 1

Strands: Concepts of Print, Vocabulary, Comprehension, and Listening/Speaking/Viewing

Standards:

ELA1R1 The student demonstrates knowledge of concepts of print. The student

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

ELA1R5 The student acquires and uses grade-level words to communicate effectively.

The student

- a. Reads and listens to a variety of texts and uses new words in oral and written language.

ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

- a. Reads and listens to a variety of texts for information and pleasure.
- b. Makes predictions using prior knowledge.
- c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.
- d. Retells stories read independently or with a partner.
- e. Distinguishes fact from fiction in a text.
- h. Self-monitors comprehension and rereads when necessary.
- i. Recognizes cause-and-effect relationships in text.

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

- b. Recalls information presented orally.
- c. Responds appropriately to orally presented questions.
- d. Increases vocabulary to reflect a growing range of interests and knowledge.
- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
- f. Uses complete sentences when speaking.

Instructional Task

Framework Correlation: Concepts of Print, Vocabulary,
Comprehension, and
Listening/Speaking/Viewing - 2nd Quarter

Task:

The student will reread historical fiction books (e.g., John Henry) and contribute to a class graphic organizer (see below).

	Identify	Questions I Have
setting		
character		
problem		
event		
resolution		

Sample Assessments

- Completed outline or graphic organizer
- Teacher observation

Differentiation

The task may be differentiated by:

- the amount of teacher support.
- using pictures or words.

Instructional Task

Grade 1

Strands: Concepts of Print, Vocabulary, Comprehension, and Writing

Standards:

ELA1R1 The student demonstrates knowledge of concepts of print. The student

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

ELA1R5 The student acquires and uses grade-level words to communicate effectively.

The student

- a. Reads and listens to a variety of texts and uses new words in oral and written language.

ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

- a. Reads and listens to a variety of texts for information and pleasure.
- b. Makes predictions using prior knowledge.
- e. Distinguishes fact from fiction in a text.
- f. Makes connections between texts and/or personal experiences.
- g. Identifies the main idea and supporting details of informational text read or heard.
- h. Self-monitors comprehension and rereads when necessary.
- i. Recognizes cause-and-effect relationships in text.
- j. Identifies word parts to determine meanings.
- k. Begins to use dictionary and glossary skills to determine word meanings.

ELA1W1 The student begins to demonstrate competency in the writing process. The student

- d. Prints with appropriate spacing between words and sentences.
- b. Describes an experience in writing.
- f. Uses nouns (singular and plural) correctly.
- j. Begins to use common rules of spelling.
- k. Begins to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic.
- l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).

Instructional Task

Framework Correlation: Concepts of Print, Vocabulary, Comprehension, and Writing- 2nd Quarter

Task:

The student will research facts and produce a report.

Example:

- ❖ The student may complete an outline or graphic organizer designed by the teacher while researching previously selected books and materials.
- ❖ The student may contribute his/her research to a class big book (continents, landforms, and city, county, state). (Sample books may include Me on the Map by Joan Sweeny and Annette Cable.)

Sample Assessments

- Writing self-checklist/rubric
 - o spacing
 - o capitalization (including proper nouns)
 - o tells story
 - o punctuation
 - o details
 - o spelling
- Completed outline or graphic organizer
- Teacher observation

Differentiation

The task may be differentiated by:

- the amount of teacher support (student dictates sentence, teacher draws one line for each word for student to complete)
- using pictures or sentences.

Instructional Task

Grade 1

Strands: Concepts of Print, Vocabulary, Comprehension, and Listening/Speaking/Viewing

Standards:

ELA1R1 The student demonstrates knowledge of concepts of print. The student

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

ELA1R5 The student acquires and uses grade-level words to communicate effectively. The student

- a. Reads and listens to a variety of texts and uses new words in oral and written language.
- b. Recognizes grade-level words with multiple meanings.

ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

- a. Reads and listens to a variety of texts for information and pleasure.
- j. Identifies word parts to determine meanings.
- l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.
- m. Recognizes and uses graphic features and graphic organizers to understand text.

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

- a. Follows three-part oral directions.
- b. Recalls information presented orally.
- c. Responds appropriately to orally presented questions.
- d. Increases vocabulary to reflect a growing range of interests and knowledge.
- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
- f. Uses complete sentences when speaking.

Instructional Task

Framework Correlation: Concepts of Print Vocabulary,
Comprehension, and
Listening/Speaking/Viewing - 3rd Quarter

Task:

The student will use a graphic organizer (such as a Venn Diagram) to compare and contrast versions of fairy tales and communicate effectively through an oral presentation.

Sample Assessments

- Completed graphic organizer
- Teacher observation

Differentiation

The task may be differentiated by:

- the amount of teacher support (student dictates sentence, teacher draws one line for each word for student to complete)
- using pictures or sentences.

Instructional Task

Grade 1

Strand: Fluency

Standard:

ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- c. Reads grade-level text with appropriate expression.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - 1st Quarter

Task:

The student will read grade appropriate text repeatedly to build word knowledge and fluency. (NOTE: 3 – 4 repeated readings)

Examples:

- ❖ echo reading
- ❖ paired reading
- ❖ choral reading
- ❖ independent reading

Sample Assessments

- Student evaluation rubric:

Expression 😊 😞

Accuracy 😊 😞

Automatic 😊 😞

- Teacher-student conference using teacher-made rubric to address specific skills
- Teacher observation
- Miscue Analysis (analyze words missed for consistent phonics/syntax difficulties)

Differentiation

The task may be differentiated by:

- the amount of teacher support.
- varying group size based on instructional needs.

Instructional Task

Grade 1

Strands: Phonics and Fluency

Standard:

ELA1R3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student
h. Applies learned phonics skills when reading and writing words, sentences, and stories.

ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student
a. Applies letter-sound knowledge to decode quickly and accurately.
b. Automatically recognizes additional high frequency and familiar words within texts.
c. Reads grade-level text with appropriate expression.
d. Reads first-grade text at a target rate of 60 words correct per minute.
e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - 4th Quarter

Task:

The student will use a plastic elbow pipe to self-monitor fluency progress.
(<http://www.kidsbooks4less.com/whisper.cfm>)

Sample Assessments

- Teacher made rubrics
- Self-checklist
 - I read with expression. ☺ ☹
 - I read my part at my time. ☺ ☹
 - I read all my words correctly. ☺ ☹

Differentiation

The task may be differentiated by:

- previewing text.
- the amount of teacher support.
- using the listening center.
- providing a variety of print media or genre.